This course is an exegetical study of the Epistle to the Ephesians. Special attention is given to the occasion and purpose, structure, and theological content of the letter.

GENERAL GOALS:
1. (general skill) To encourage becoming creative, original, careful scholars who employ primary source materials and who allow their conclusions to flow from a careful and accurate reading of the text.
2. (affective goal) To further an enjoyment and awe of God and of the New Testament.
3. (cognitive knowledge) To increase an understanding of the structure and theology of the Letter to the Ephesians in its historical milieu, as basis for application today.
4. To use literary style, grammar, and syntax more to interpret the New Testament.
5. To increase estimation of original language study and facility in reading Greek.

THIS COURSE ADDRESSES THE GORDON-CONWELL MISSION STATEMENT BY:
1. encouraging students to become more knowledgeable of the structure and theology of Ephesians in its historical milieu and more competent in using interpretative and application skills learned in NT502 and Greek I & II (mission goal 1);
2. introducing students to the Christian scholarship issues in Ephesians (2);
3. helping students mature in their character, outlook, conduct, relationships, and involvement in society by the teacher's model, class dialogue, mentoring opportunities, and prayer (4);
4. providing resources and strategies that will lead to effective local and global ministry, missions, evangelism, and discipleship as evident in Ephesians (3,5,6).

COURSE REQUIREMENTS
1. Complete an original historical context study (3-6 pp. double-spaced) of Ephesians (15%, due week 2, Sept.23, grace Sept.27, 9 a.m. professor's home) and a character study (1 p.) and an outline (1 p.) of Ephesians (20%, due week 3, Sept. 30, grace, Oct. 4, 9 a.m.). Papers completed by the original due date may be rewritten up to Nov 4. (First and final draft plus original cover sheet need to be returned). Other papers may be re-written if time allows.

2. Complete an original 8-12 page exegesis paper (50%, double-spaced, due week 8, Nov. 4, grace Nov. 8, 9 a.m. professor's home. The exegesis must include lexical, grammatical, Jewish and/or Greco-Roman background, literary, text critical aspects of one passage in Ephesians. The paper will also include a specific application (1-2 pp. sermon or lesson outline, etc.), an appendix (sentence flow, etc.), and a bibliography of books used. Paper may be re-written up to Dec. 2 (include first draft and original cover sheet). Papers completed on time are guaranteed returned in time to rewrite. (elevated Th.M.13-17 pp. required)

3. Read Ephesians in Greek (8%). By reading 16 verses/week all of Ephesians can be translated in 10 weeks. Use a word list and grammar books, not analytical lexicons (except for
verification purposes). Write down words and parsing not recognized (7%) and several insights and questions (1%) from the Greek text every week. Two quizzes will be given (5%), the highest grade is recorded. All the students are required to take the quiz and have a passing grade. One grade penalty if second quiz is not taken.

4. Complete all reading and class assignments (2%). Regular class attendance, and reading at least an additional 200 pp. from bibliography affect in-between grades. Reading report due Dec. 9. *(Elevated Th.M. 200 pp. additional reading is required and a 1 p. review.)*

**REQUIRED TEXTS**

*The main textbook for this course is the New Testament itself:*


*Purchase 1-2 commentaries for reference:*


Ronald E. Heine. THE COMMENTARIES OF ORIGEN AND JEROME ON ST. PAUL’S EPISTLE TO THE EPHESIANS. Oxford: Oxford University, 2002. BS2695.3.H45


Selections will also be read from the following:


30-50 pages on Ephesians from recommended list or approved by professor

Read at least an additional 200 pages or a book of at least 200 pages to improve in-between grades. List articles and/or books read, the total pages read, and reviews (@1 p: brief summary, analysis of strengths & weaknesses):

WEEKLY SCHEDULE

WEEK 1: (Sept. 16)
A. Introduction to course and explanation of class assignments.
B. How to do a sentence flow

Assignments for next class: Translate 1:1-23.
In 1:1-14 find clauses & define type of clause.
Prepare for quiz from ch. 1 (especially 1-14).
Complete historical context by week 2.

WEEK 2: (Sept. 23)
A. Quiz from ch.1. Translate Ephesians 1:1-23 Sovereignty vs. free will
B. Review textual criticism. To whom was letter written?
C. Pray 1:18-19 ( Background on Ephesus)

Assignments: Complete character study by next week.
Translate 2:1-22.
List all mss. in variation unit-2:8. Read Murphy-O’Connor’s ST. PAUL’S EPHESESUS, pp. 5-200. (Alternate readings: Yamauchi, N.T. CITIES, pp. 79-114 OR Gill, ACTS II, pp. 291-357 AND additional background references adding up to 200 pp.)
Bring outline of Ephesians and exegesis helps (grammars & concordances) to class.

WEEK 3: (Sept. 30)
A. Translate 2:1-22
B. Class Exegesis of Ephesians 2:8-10


WEEK 4: (Oct. 7)
A. Translate 3:1-21 (Study of prayer 3:14-19)
B. Who Is Author?


Week 5: (Oct 11-15) Reading Week - no classes

WEEK 6: (Oct. 21)
A. Translate 4:1-16
B. God over and through and in, Metaphor of Head, Spiritual gifts

Assignments: Translate 4:17-32. Bring outline of Ephesians to class.

WEEK 7: (Oct. 28)
A. Translate 4:17-32
B. Daily Living: how to handle anger, stealing, truth

Assignments: The final paper is due next class. Translate 5:1-14.

WEEK 8: (Nov. 4)
A. Translate 5:1-14
B. Greed as idolatry

Assignments: Translate 5:15-33.
Read "God of Second Chances," and 30-50 pp. on Eph.
Read an additional 200 pages on Ephesians for extra credit to improve in-between grades.

Week 9: (Nov 8-12) Reading Week-no classes.

Week 10: (Nov 18)
A. Translate 5:15-33
B. Panel of married couples: Jewel & Gene Hyun Neal & Esther Pierson


WEEK 11: (Nov. 25) Thanksgiving –no class

Week 12: (Dec. 2)
A. Being Filled (5:15-21): Substance abuse vs. Spirit filled
B. Discuss 5:22-33. Mutual submission

Self evaluation due last class.

WEEK 13: (Dec. 9)
B. Armor of God.
POTENTIAL BOOKS FOR ADDITIONAL READING


David W. J. Gill & Conrad Gempf, eds. THE BOOK OF ACTS IN ITS FIRST CENTURY SETTING. VOL. 2. GRAECO-ROMAN SETTING. Grand Rapids: Eerdmans, 1994. ch.9 Asia


Donald Guthrie. NEW TESTAMENT INTRODUCTION. 3d ed. Downers Grove: InterVarsity, 1970. Ch. 15. (37pp.) BS 2330.2.G87


*Eta Linneman. HISTORICAL CRITICISM OF THE BIBLE: METHODOLOGY OR IDEOLOGY? Grand Rapids: Kregel, . BT 1102.L4913


Buddy Scott. RELIEF FOR HURTING PARENTS. Nashville: Oliver-Nelson, 1989. (Allon, P.O. Box 804, Lake Jackson, Texas 77566) HQ773.S34


_________. "From Poet to Judge," PRISCILLA PAPERS 4:3 (Summer 1990):10-16.


OTHER ACADEMIC COMMENTARIES


William Hendricksen. NEW TESTAMENT COMMENTARY: EXPOSITION OF
Helpful parallel listing of Ephesians and Colossians.

Ignores context of mutual submission because "there is no indication in the (pagan) household codes that the husbands are to be submissive to their wives" (732-3). Extensive defense of Paul as author.


M.F. Sadler. THE EPISTLES OF ST. PAUL TO THE GALATIANS, EPHESIANS, AND PHILIPPIANS. London: George Bell, 1889. BS2341Sa1 vol. 8. Helpful early quotes by church fathers.

Rudolf Schnackenburg. EPHESIANS: A COMMENTARY. Trans. H. Heron. Edinburgh: T. & T. Clark, 1991. Ref. BS2695.3 S2913 Paul's co-workers wrote letter @ A.D. 90. Mutual submission is theme over all commands in 5:21ff but yet author reserves "first place for the man."


A. REQUIRED ASSIGNMENTS

I. Did you translate? (10 points):

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Part</th>
<th>None</th>
<th>Time Spent</th>
<th>Insights written</th>
<th>Insights shared</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eph.1:1-23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Eph.2:1-22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Eph.3:1-21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Eph.4:1-16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Eph.4:17-32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Eph.5:1-14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Eph.5:15-6:9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Eph.6:10-24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What books did you use in translation?

II. Did you complete class assignments?

1. 1:1-14: Did you find & define clauses? Yes___ No___ Part___
2. 2:8: Did you write textual variants? Yes___ No___ Part___

III. Did you complete required reading?

*Marriage at the Crossroads*, chs. 2, 3, 4, 5 Yes___ No___ Part___
"Second Chances" Yes___ No___ Part___
*St. Paul’s Ephesus*: pp. 5-200 Yes___ No___ Part___
30-50 PP. ____________________ Yes___ No___ Part___

IV. Did you read at least 200 additional pages as extra credit to improve in-between grades? Yes___ No___ If yes, attach list of readings and reviews.

V. Additional Factors:

1. What was the most significant thing you learned from this course?

2. Did you have any external circumstances (such as illness) which limited your class work or attendance?

3. Comment on your progress on the "general goals" for the class: